

Textbook Alignment to the Utah Core –Band 2

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Band II Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Produce a beautiful tone.

•	Produce a characteristic tone at various dynamic levels throughout a full range.			
•	Perform musical examples spanning the <i>p</i> , <i>mp</i> , <i>mf</i> , and <i>f</i> dynamic levels while demonstrating characteristic tone at each level.			
•	Describe the adjustments needed in embouchure and breath support to perform at various dynamic levels.			
•	Identify the adjustments and physical development that are required to increase the playing range on a particular instrument.			
•	Perform musical examples that utilize pitches reaching into the upper and lower tessitura while maintaining a characteristic tone.			
Objective B: Demonstrate technical performance skills.				
•	Perform musical examples that use combinations of legato, staccato, marcato, accent, and slur articulation.			
•	Describe the sound characteristics of various articulations and the physical process needed to produce each.			
•	Name and write the pitches in twelve major scales.			
•	Play the chromatic, twelve major scales and the following minor scales in the natural, harmonic, and melodic form: a, d, g, c, and f.			
•	Describe tuning and tune the instrument to a given pitch.			
Objective C: Demonstrate notational literacy.				
•	Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.			
•	Perform correct pitch and rhythm while sightreading.			
Objective D: Demonstrate productive rehearsal habits.				
•	Show respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.			
•	Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.			
•	Assist in the organization and care of supplies, facilities, and equipment.			
•	Exhibit commendable performance etiquette.			
Objective E: Demonstrate knowledge, use, and care of selected instruments.				

•	Identify and explain the names and functions of various parts of the instrument.		
•	Demonstrate the proper assembling of the instrument and care following playing.		
•	List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.		
Objective F: Perform varied repertoire.			
•	Perform in public and/or for adjudication band pieces in the style indicated.		
•	Demonstrate ability to follow the conductor.		
•	Follow the conductor.		
•	Prepare and perform accompanied solos and small ensemble pieces.		
•	Perform with sensitivity, correct dynamics, phrasing, expression, and style.		
STANDARD II: (Create): Students will improvise and compose music.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
			<i>Not covered in TE, SE or ancillaries ✓</i>
Objective A: Improvise rhythmic and melodic ideas and phrases.			
•	Play back short scale fragments or rhythmic motives with and without accompaniment.		
•	Create short scale fragments or rhythmic motives for others to replicate.		
•	Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.		
•	Answer (vocally, then with instruments) phrases provided by the teacher.		
•	Participate in group improvisation using the tones of the pentatonic or major scales.		

•	Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.			
Objective B: Record musical thoughts in standard notation.				
•	Use appropriate terms and symbols in notating simple compositions and arrangements.			
•	Finish notating partially written phrases.			
•	Write variations of given phrases.			
•	Write a consequent phrase for a given antecedent phrase.			
•	Complete a given partial melody so that it ends in different ways			
Objective C: Write original melodies and short compositions.				
•	Finish notating partially written phrases.			
•	Write variations of a given phrase.			
•	Write a consequent phrase for a given antecedent phrase.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Analyze and evaluate musical examples				
•	Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.			
•	Analyze what the music is communicating and how.			
•	Make value judgments based on effectiveness of musical events and			

	expressive effects.			
Objective B: Evaluate ensemble performances.				
•	List important criteria for determining the quality of a music performance.			
•	Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.			
•	Demonstrate commendable behavior while at a concert.			
•	Compare/contrast live musical performances with recordings.			
Objective C: Document personal growth as a musician.				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
•	Explain how the quality of own performance affects the performance of the whole group.			
STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			

•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			